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ABSTRACT

State law requires that all certified professional personnel employed in Georgia school systems have their performance evaluated annually by trained evaluators. The Georgia School Counselor Evaluation Program (GSCEP) was designed to be used across all systems and schools for annual formative and summative evaluation purposes. The process used to develop the model is described, as are the two evaluation instruments and the evaluation process. Results of the statewide field test and the first year of implementation serve as a backdrop for understanding why the program is no longer funded at the state level. In the spring of 1989 a 10-week pilot test of a draft of the evaluation instruments was conducted in 29 schools, and in 1989-90 a revised program was field tested in 171 school systems across the state. The program was approved for implementation in 1990-91. Only 2 of 131 counselors in the field test and 1 of 1,466 in the first year were found to be unsatisfactory. The lack of differentiation of the evaluation program in the face of its developmental and operational costs account for the fact that the state no longer allocates funds for this program. Three figures illustrate the discussion. Appendix A contains the evaluation instruments, and Appendix B presents survey results. (Contains 21 references.) (SLD)

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ANNUAL EVALUATION OF SCHOOL COUNSELORS IN GEORGIA

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A paper presented at the
Annual Meeting of the
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Annual Evaluation of School Counselors in Georgia

The Quality Basic Education Act of 1985 required that all certified professional personnel employed in Georgia school systems have their performance evaluated annually by trained evaluators. Although leadership and teacher evaluation programs were the focus of initial efforts to comply with the legislation, evaluation programs for service area personnel, such as school counselors, were also developed.

The Georgia School Counselor Evaluation Program (GSCEP) was designed as a framework that could be used across all systems and schools in the state for annual evaluation purposes. The program was designed to provide both formative and summative evaluation information in relation to a standardized set of job expectations. The program involved an ongoing process that allowed for remediation when needed and encouraged growth at all stages. The goal of the GSCEP was to improve support services for students in Georgia's public schools. Rules that govern the implementation of this program (APA Rule 160-3-1-.11) stipulate that the counselor evaluation program be used to:

- identify and reinforce effective school counselor practices;
- identify areas where improvement can enhance services to students; and
- identify school counselors who do not meet the minimum standards so that appropriate action can be taken.

Development of the counselor evaluation program began in 1987. The developmental model used was based on the development of similar programs in Georgia, such as the teacher and leadership certification programs. Input on the legal defensibility of the model was provided by the Georgia Department of Education's Technical Advisory Committee. Developmental activities were guided by the *Standards for Educational and Psychological Testing* (1985), the *Principles for the Validation and Use of Personnel Selection Procedures* (1987), the *Personnel Evaluation Standards: How to Assess Systems for Evaluating Educators* (1988), and the *Uniform Guidelines on Employee Selection Procedures* (1978). After 3½ years of research and development, the program was implemented in the 1990-91 school year.

Although this program was developed prior to the publication of Stronge and Helm's (1991) model for evaluating professional support personnel (PSP), the GSCEP developmental process has many features in common with that model. Throughout the paper, efforts will be made to draw comparisons to the PSP model. In the following sections of this paper, the developmental process that was utilized will be discussed. In addition, the two evaluation instruments and the evaluation process that

constitute the program will be described briefly. (For a complete description of these topics, see the *Georgia School Counselor Evaluation Program: Evaluation Manual* [1991] and the *Georgia School Counselor Evaluation Program: Technical Manual* [1991].) Results of the statewide field test and the first year of implementation will also be touched on briefly as a backdrop for understanding why the program is no longer funded at the state level.

The Developmental Process

The GSCEP developmental process began in 1987 with the formation of an Advisory Committee by the Georgia Department of Education. Selection of the committee focused on the inclusion of practitioners, appropriate supervisors, and training institution representatives. Nominations for this committee were sought from various professional organizations and agencies throughout the state, with consideration given to demographic and geographic representation. The committee was composed of 15 individuals, including school counselors, school administrators, directors of pupil personnel services, coordinators of guidance and counseling services, representatives of professional organizations, and college and university faculty.

Identification and development of job responsibilities. With an eye toward using the evaluation program as a vehicle for improving support services to students, the Advisory Committee began to identify the components of the school counselor's job that were to be evaluated. Their first task was to determine those job responsibilities that were necessary for the delivery of effective counseling and guidance services. Information about job responsibilities came from a number of sources, such as a draft job description for school counselors prepared by the Georgia Board of Education's Blue Ribbon Committee; the results of the 1986 State Job Analysis Questionnaire; a review of existing evaluation instruments from across the state, as well as from other states; a survey of the Advisory Committee members on the role of the school counselor; and the results of the Department of Education annual survey of school counselors. Synthesizing information from these sources, the Advisory Committee assembled two sets of job responsibilities: one described professional job activities and one described more general duties and responsibilities.

The preliminary set of professional job activities included behaviors important for the delivery of effective counseling and guidance services. Activities that were routinely assigned to school counselors, but not deemed important for the delivery of effective counseling and guidance services, such as scheduling classes, were not included in this list. This list of professional job activities served as a starting point for the development of the original evaluation instrument. The activities in this list were

grouped into four categories that represented the components of the role of the school counselor:

- establishing school counseling and guidance program;
- providing counseling services;
- providing guidance services; and
- consulting with staff, parents, and outside agencies.

The major activities within each task were further described by a set of two to six performance indicators. This set of behaviors formed the basis for the initial draft (1988) of the *Georgia School Counselor Evaluation Instrument* (GSCEI).

The Advisory Committee recognized that in addition to these professional job activities, a counselor's job also includes a number of more general duties and responsibilities associated with successful delivery of counseling and guidance services. A list of these was adapted from the Georgia Teacher Evaluation Program to reflect the specific professional expectations of the school counselor. These duties and responsibilities covered the on-going activities of the school counselor within the school environment, such as interacting with students, parents, and staff in a professional manner; being punctual; etc. This set of more general duties and responsibilities became known as the *Georgia School Counselor Duties and Responsibilities Instrument* (GSCDRI).

After the major professional job activities and responsibilities were identified, relevant literature was cited to document that each was supported by research and/or practice as being important to the delivery of effective counseling and/or guidance services. A brief synopsis of the research related to each dimension was developed and included with the instrument, along with a bibliography of suggested readings.

In the process described above, the Advisory Committee attempted to define job expectations that would promote the goal of improving support services to students. From this set, they began to develop performance indicators that could be measured to determine if the counselor's job performance was in line with the stated goal. This process of identifying job responsibilities and developing them into performance indicators is roughly analogous to Steps 2 and 3 in the Stronge and Helm model.

Development of Evaluation Instruments. The process of selecting and refining the performance indicators, or instrument development, was a lengthy one which involved multiple versions of the instruments, feedback from interested stakeholders and external evaluators, and extensive field testing. Once the job content had been defined in broad terms and the importance of the identified behaviors

substantiated by the literature, the Advisory Committee turned its attention to designing the evaluation instruments. The Committee recognized six key factors which required special consideration in the design of the instruments and formulation of the assessment process:

1. Counselors provide instruction and support to students and staff. Their activities, however, do not always occur in the traditional classroom setting.
2. School principals have supervisory responsibility for counselors in most schools.
3. In many schools, only one administrator is available to conduct the evaluation.
4. Most principals do not have background and training in counseling and guidance. (This became a limiting factor when determining the level of performance to be evaluated.)
5. Evaluators who would be evaluating counselors would also be evaluating teachers and other service area personnel in their school.
6. The role of the counselor as reflected in the evaluation program could help clarify the role of the counselor in the school and enhance communication between and among practitioners and evaluators.

Another key factor that influenced the development of this evaluation program was the concurrent development of the Georgia Teacher Evaluation Program and four other service area programs that would be used by administrators throughout the state. Statewide implementation of these programs necessitated the use of similar formats, terminology, and processes to ease the burden on evaluators and reduce training time.

After the identification of the content and the specification of the instrument design and constraints, the Advisory Committee began to identify potential ways of documenting job performance for both of the instruments. (See Step 5 of the PSP model.) Using a draft version of the GSCEI, the Advisory Committee considered possible sources of information for each of the behaviors included in the instrument. A number of logical and practical sources of information were identified, such as records maintained by the counselor; group guidance or skill building sessions; the counselor's colleagues and students with whom s/he worked; and the counselor being evaluated. Assessment methods were designed to gather information from these data sources. For some behaviors, a single method of assessment was specified. More often, combinations of different assessment methods were available to ensure that the evaluator based judgements on an accurate picture of the school counselor's performance. Four assessment methods eventually were adopted for the GSCEI: documentation check with interview, observation, student questionnaires, and staff

questionnaires. On-going school-wide observations were identified as the assessment method for the GSCDRI.

In the spring of 1988, the Department of Education conducted a validity study to investigate the reactions of counselors and potential evaluators to the preliminary draft of the two evaluation instruments (*Georgia School Counselor Evaluation Instrument: Evaluation manual, pilot-test edition,* 1988). Questionnaires addressing the pertinence, importance, and appropriateness of the tasks, performance indicators, and duties and responsibilities were mailed to approximately 1,300 counselors and to one-third of the approximately 2,000 principals in the state. The results of this study were one source of information considered when the instrument was revised prior to pilot testing. (See *Content Validation: Georgia School Counselor Evaluation Instrument* [1989].)

Field-testing and implementation. In the spring of 1989, a 10-week pilot test of the subsequent draft of the evaluation instruments (*Georgia School Counselor Evaluation Instrument: Evaluation manual, pilot-test edition, 1989*) was conducted in 29 schools. These schools represented the diversity of the state's schools in terms of location and size. Throughout the pilot test, information was collected from numerous sources. Questionnaires addressed validity issues, evaluation methods, and participants' attitudes toward the program. Pilot test evaluators were asked to submit record forms for analysis. Debriefings were held with evaluators and practitioners to gather information about the evaluation program and about the evaluator training program and its accompanying materials. The Advisory Committee met to review these results and consider their implications with regard to modification of the instruments and/or process. Results of this pilot test were used to develop the revised draft of the GSCEP instruments (1989).

During the 1989-90 school year, the revised evaluation program was field tested in 171 school systems across the state. Information was collected throughout the field test through questionnaires to practitioners and evaluators, the analysis of record forms, site visits with structured interviews, and debriefings. A second validation study was conducted that addressed the degree to which the current versions of the instruments reflected actual job performances and the adequacy of the sampling of the job domain. The Advisory Committee reviewed the information and made changes in the program's structure, content, scoring, data collection, and feedback procedures. With these changes, the Advisory Committee recommended to the State Board of Education that the program be implemented the following school year, 1990-91.

Prior to implementation, the evaluation program underwent reviews by various stakeholder panels. The instruments and materials were reviewed by the GSCEP Bias

Review Committee to determine whether any groups had been unfairly impacted by the instruments. A Standards Setting Committee, composed of school counselors and evaluators, recommended criteria for defining the minimum level of satisfactory performance required on the two evaluation instruments. The performance standards set by the committee were approved by the Georgia Department of Education for use during program implementation in 1990-91. This standards setting activity is the culminating event described in Step 4 of the PSP model.

The State Board of Education initiated the rule-making process at the April 1990 State Board Meeting and provided notice and copies of the rules as required by state law and Board policies. After comments were received from the public and considered by the State Board, the GSCEP was established as the evaluation process for school counselors in accordance with the requirements of the Quality Basic Education Act.

The Evaluation Process

The GSCEP was designed to be administered annually, with program activities organized into four broad categories: evaluator training; practitioner orientation; evaluation activities (data collection, assessment, scoring, and feedback); and a report of the evaluation results. Training of evaluators occurred over the summer, the orientation for practitioners occurred in the first month or two of school, and the evaluation and reporting activities occurred from September through March.

Training. According to QBE requirements, evaluation activities were to be conducted by trained evaluators. A trained evaluator was defined as an individual who had attended the state-approved GSCEP training sessions and who had met state-adopted evaluation proficiency requirements. Training was provided for all GSCEP evaluators through 2-day training sessions that covered the content of the GSCEI and GSCDRI, program policies and procedures, and professional development plans. The training was conducted by pairs of trainers -- one a practitioner, and one an administrator.

Once evaluators were trained and had met proficiency requirements, the evaluation process could begin. The multi-step evaluation process was designed to provide evaluators with a systematic method for conducting the evaluations and to ensure that counselors had a fair evaluation. The information collected during this process was to provide information on the extent to which the counselor's performance met the established standards. (See Step 6 of the PSP model.) A schematic representation of the assessment process is presented in *Figure 1*.

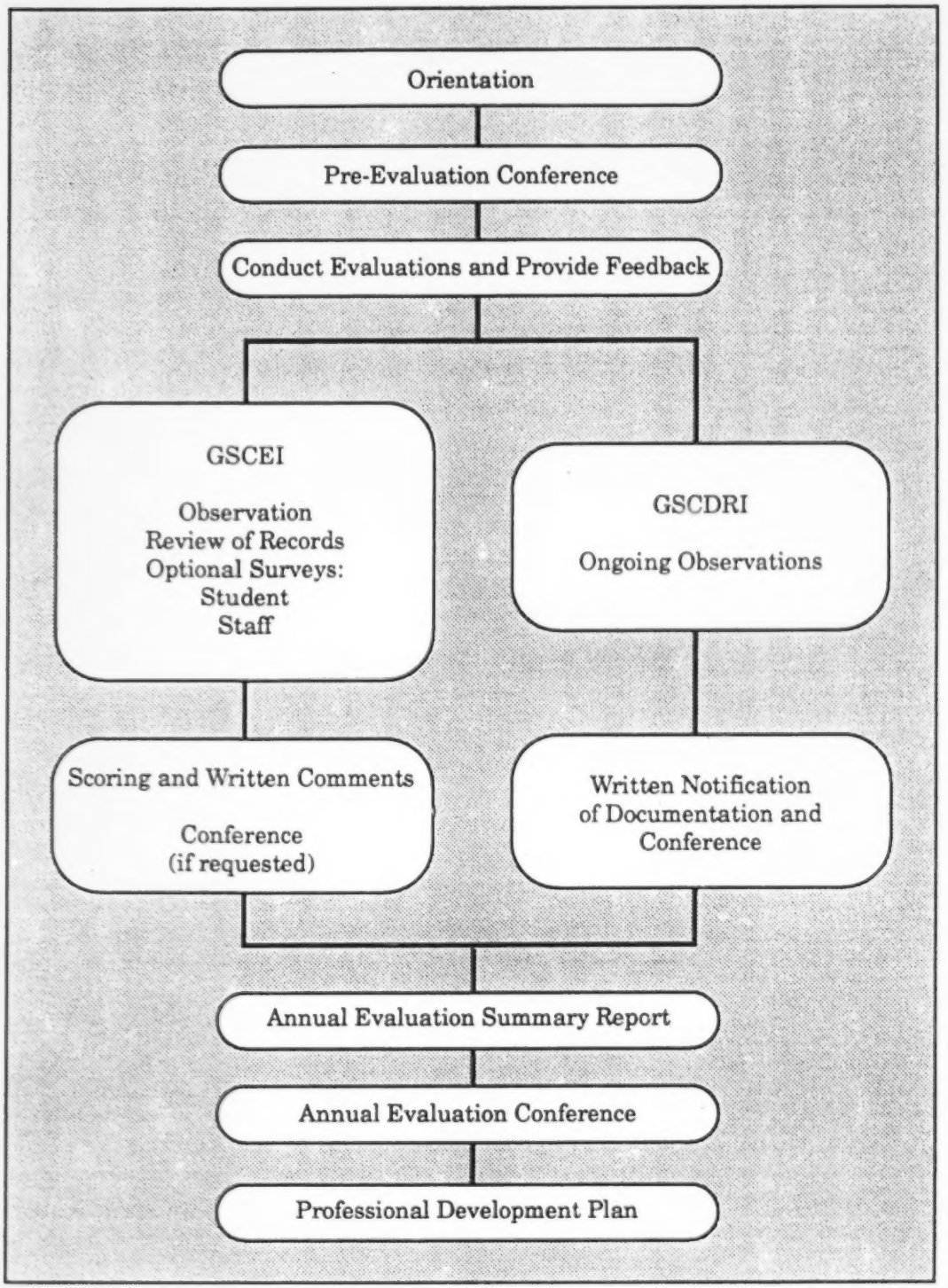

Figure 1. Overview of the GSCEP process.

Practitioner Orientation. Program guidelines required that all school counselors receive an orientation prior to their initial evaluation with the GSCEP. The orientation was to be conducted by either the evaluator or a local system designee who was also a trained evaluator. Prior to orientation, the counselor was given a copy of the *Evaluation Manual* (1991) and given access to the *GSCEP Resource Manual* (1990). During the orientation, the school counselor was to view a videotape that explained the evaluation process and to receive an outline of the evaluation procedures. The evaluator was encouraged to discuss the videotape and other materials with the school counselor and to answer any questions the counselor may have had.

Pre-Evaluation Conference. After the orientation, but prior to the beginning of the actual evaluation activities, a pre-evaluation conference between the school counselor and his/her evaluator was required. During this conference, program content, evaluation procedures, and scoring criteria were explained and/or clarified. This was also a time for the counselor to share background information concerning processes or records that would be examined for the evaluation and to share information that might impact on the evaluation. In schools with multiple counselors, some duties might be split among the staff and, therefore, a counselor might not be evaluated on certain subdimensions of the instrument. The pre-evaluation conference provided the evaluator and the counselor with a formal opportunity to determine which, if any, subdimensions were to be considered not applicable in such situations. An optional form for use in the pre-evaluation conference was included in the *GSCEP Evaluation Manual* (see Appendix A.)

Assessment Methods. Assessment methods used in the GSCEP for evaluating performance on the GSCEI included a Review of Records, Observation, and Optional Staff and Student Surveys. The **review of records** included the examination of a sample of schedules, logs, calendars, memos, outlines of session topics, group counseling plans, student evaluations, etc. (The interview assessment method was combined with the review of records.) The records were not generated specifically for this evaluation program, but existed for other purposes, including State Standards. **Observation** was used as a data source for evaluating the counselor's classroom guidance services. Observations were to be unannounced and were to last an entire classroom guidance session. Observation of individual counseling sessions was not considered appropriate because of the confidential nature of the interactions. The **optional staff and student surveys** were designed to provide additional information about the counselor and were used in conjunction with information from other data sources.

The assessment methods to be used for each subdimension of the GSCEI were specified in the manual. After examining the information generated from these assessment methods, the evaluator assigned scores to each of the subdimensions and recorded the scores and comments. Optional forms were provided for recording the data and are included in Appendix A. Written comments were required in addition to interim scores. Assessment procedures required that counselors be notified in writing of the results of the evaluation activities within five working days of the evaluation.

Evaluation of the duties and responsibilities included in the GSCDRI was based on schoolwide observation of the counselor throughout the school year. Documentation of this process was required only if the evaluator noted deficiencies in the school counselor's performance. (See Appendix A for a copy of the Notification and Documentation Record.)

Conferences. Conferences to discuss the results of the data collection activities were required within ten working days of notification of any deficiencies. In addition, a conference was required any time one was requested by either the evaluator or the counselor. Conferences also were required any time the counselor received the first notification of any new deficient area on the GSCDRI. The purpose of this conference was to explain the deficient area(s), the subject of concern, the actions required for remediation of the problem, and the time frame for correction of the problem.

Annual Evaluation Summary Report. Information collected on the GSCEI and the GSCDRI throughout the year was compiled and reported on the Annual Evaluation Summary Report (AESR). This required form provided a summary of the evaluation results across all assessment methods, as well as summary information of the counselor's strengths, areas for improvement, and areas targeted for professional development.

Specific decision rules recommended by the Standards Setting Committee and adopted by the State Board governed the annual evaluation classification decisions. Any counselor receiving an unsatisfactory decision was required to have a professional development plan designed to promote growth in the targeted area(s) of need.

The counselor received a copy of the AESR and could respond in writing to the results within ten working days. If written comments were submitted by the counselor, they were to be attached to the AESR. (A copy of this form is included in Appendix A.) A formal complaints procedure was also established and subsequently published in the *Evaluation Manual* (1991).

Annual Evaluation Conference. The evaluator held an annual evaluation conference with each school counselor to present a summary of the results of the evaluation process. The purpose of this conference was to communicate overall evaluation results; to review specific areas of strength and areas identified for improvement; and for the counselor and the evaluator to sign, date, and receive copies of the AESR. This conference could also be used to discuss the content and procedures for required or optional professional development plans.

Professional Development Plans. The Professional Development Plan (PDP) was part of the continuing staff development for the counselor. Counselors who had unsatisfactory evaluation results and/or who demonstrated specific needs were required to have a PDP that was tied to subdimensions or duties/responsibilities which were found to need improvement during the evaluation process. Optional enhancement PDPs were encouraged for counselors who had satisfactory evaluations. PDPs were to be developed by the evaluator, in conjunction with the counselor. The PDP was to include specific objectives for improvement, activities and a timeline, and the criteria for measuring progress towards the objectives. (A copy of the PDP form is included in Appendix A.)

The Georgia School Counselor Evaluation Program Instruments

Two instruments were included in the Georgia School Counselor Evaluation Program: the *Georgia School Counselor Evaluation Instrument* (GSCEI) and the *Georgia School Counselor Duties and Responsibilities Instrument* (GSCDRI). The GSCEI was organized into four broad tasks:

I. Establishes and Promotes School Guidance and Counseling Program;
II. Implements and Facilitates Delivery of Counseling Services;
III. Implements and Facilitates Delivery of Guidance Services; and
IV. Consults with School or System Staff, Parents, and Community.

Each task was defined by statements referred to as dimensions. Because neither the tasks nor the dimensions lent themselves to direct measurement, they were defined by subdimensions that were designed to provide a more detailed description of the dimension. Subdimensions were observable behaviors and, as such, were the scoring units of this evaluation instrument. Sample effective practices were included as examples of specific behaviors associated with successful performance of a subdimension. The sample practices were not intended to be all-inclusive, nor were they intended to be scored. Key points were included under some of the subdimensions to specify critical information or activities that should be noted during

the review of records or observations, to clarify terminology, or to outline evaluation procedures the evaluator should follow relative to that subdimension.

Because several different assessment methods were used in the data gathering process, the assessment method(s) used to evaluate each subdimension was specified. Included was a brief statement to the evaluator about how the assessment method was to be applied and what evidence was to be considered in making a judgement. An example of the layout of the *Evaluation Manual*, using as an illustration one of the subdimensions under Task III, is shown in *Figure 2*. (For a full listing of the tasks, dimensions, and subdimensions, see Appendix A.)

TASK III: IMPLEMENTS AND FACILITATES DELIVERY OF GUIDANCE SERVICES

Dimension A: Coordinates with School Staff to Provide Supportive Instructional Classroom Guidance Activities that Relate to Students' Educational, Career, and Personal Needs

Subdimension 1: Collaborates with school staff in planning and scheduling classroom guidance activities

Key Point

Planning and scheduling should take place as early in the year as possible. Because many unplanned and unexpected situations occur in schools, the teacher and the counselor should be flexible concerning necessary changes.

Sample Effective Practices

- Collaborates (team plans) with teachers to determine instructional and guidance goals and objectives
- Identifies with teachers preventive approaches that would be meaningful to present within certain areas, such as health and social studies
- Maintains a schedule of classroom guidance sessions
- Coordinates with the staff in setting up sequential activities within the year and for developmental guidance over several years

Assessment Method for Subdimension 1: Review of Records and Optional Staff Survey

The evaluator checks the counselor's records to see that collaboration with school staff has occurred. Such records may include but are not limited to schedules, outlines of guidance materials, and folders with guidance unit plans. The evaluator may use the Optional Staff Survey to obtain supplemental information.

Figure 2. **An example of a task, dimension, subdimension, key point, sample effective practices, and assessment methods from the 1990-91 GSCEI.**

Research/rationale statements for each dimension and a list of references were included in the GSCEI as an additional source of information on school counseling/guidance practices.

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The GSCDRI described job expectations for school counselors in addition to the tasks outlined in the GSCEI. These duties and responsibilities were divided into three broad categories:

I. General Duties and Responsibilities -- This section covered general expectations for all school counselors, including more detailed duties and examples of specific behaviors associated with those duties.
II. Duties and Responsibilities Prescribed by the Local System -- This section of the instrument covered expectations prescribed by the local school system to meet specific needs of the school or system.
III. Professional Development Plan -- This section of the instrument allowed the evaluator to incorporate a required professional development plan into the subsequent year's evaluation. According to program rules, required PDPs automatically became part of the GSCDRI for the subsequent year.

An example of the duties and responsibilities included in the GSCDRI is shown in *Figure 3*. (For a complete listing, see Appendix A.)

I. A. Follows professional practices consistent with school and system policies in working with students, student records, parents, and colleagues

1. Interacts in a professional manner with students, parents and staff
2. Intervenes during student crisis situations
3. Informs students, school staff, parents, and community of school guidance roles, special programs, and the school-based written guidance plan
4. Is available to students, parents, and staff for conferences according to system policies
5. Facilitates home-school-community communication by such means as holding conferences, telephoning, and sending written communications
6. Maintains confidentiality of students and student records
7. Works cooperatively with school administrators, other support personnel, teachers and parents
8. Models correct use of oral and written language
9. Demonstrates accurate and up-to-date knowledge of content

***Figure 3.* An example of duties and responsibilities included in the 1990-91 GSCDRI.**

Scoring Procedures

The GSCEI was scored at the subdimension level. A dichotomous scoring procedure was used; subdimensions were scored as satisfactory (S) or needs improvement (NI) based on the evaluator's judgement of the information gathered during the data collection process. (Provisions were made for some subdimensions to be not applicable in some situations.) Where multiple sources of data were available for a subdimension,

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the information was synthesized by the evaluator and scored *in toto*. Optional scoring forms were provided. (See Appendix A.)

Program guidelines required that counselors receive written feedback regarding all GSCEI data collection activities within five working days of the evaluation. Any time during the evaluation process that an area was identified as needing improvement, the evaluator was required to meet with the counselor within 10 days of notification to discuss the deficiency and plan remediation. After an appropriate amount of time, the evaluator was to conduct another evaluation that focused on the identified area(s). If the school counselor satisfactorily remediated the deficiency, the evaluator noted in writing that the deficiency had been corrected. Failure to remediate a deficiency resulted in an annual score of needs improvement for that subdimension. All subdimensions with an annual needs improvement score prompted a required PDP.

Performance of duties and responsibilities was evaluated by exception. This process involved both professional judgement regarding the school counselor's performance and procedural requirements designed to ensure that the counselor was informed of any deficiencies and had an opportunity to correct the problem. According to this process, performance on each of the duties and responsibilities was assumed to be satisfactory at the beginning of the evaluation period. If performance continued to be satisfactory, a satisfactory classification was assigned to the GSCDRI and recorded on the Annual Evaluation Summary Report.

If deficiencies were noted on the GSCDRI, program rules required that evaluators follow a series of specified steps. For any deficiency noted, the evaluator was to prepare and file written documentation. The counselor was to be notified immediately and provided with a copy of the written documentation. A conference to explain the deficit area, the subject of concern, the recommendation for action, and the time frame for remediation was required for the first notification of any new deficient area. An unsatisfactory classification resulted when one or more deficiencies were unremediated after notification, documentation, and conferencing requirements had been satisfied. Failure to satisfactorily achieve the objectives of a required PDP from the previous year also resulted in an unsatisfactory classification on the GSCDRI.

Information collected using the GSCEI and the GSCDRI was compiled and reported on the Annual Evaluation Summary Report form to provide a record of the year's annual evaluation results. GSCEI annual evaluation decisions were based on the number of needs improvement scores across all subdimensions. Three or more annual needs improvement scores resulted in an unsatisfactory classification on the GSCEI for the year. An unsatisfactory classification on the GSCDRI was received if the counselor had

been notified of unsatisfactory performance, documentation had been provided, a conference had been held, and performance was still not satisfactory following remediation. Program rules required that the counselor receive a satisfactory classification on both instruments in order to receive a satisfactory overall evaluation classification on the AESR. If the school counselor received an unsatisfactory classification decision on either the GSCEI or the GSCDRI, the overall evaluation summary classification on the AESR was unsatisfactory and a PDP addressing areas targeted as needing improvement was required.

Results of the GSCEP Implementation

The Annual Evaluation Summary Report forms were analyzed from the pilot and field tests, as well as for the first year of program implementation. Results of the field test and first year of implementation are reported in Appendix B.

Approximately 99% of the counselors were classified as satisfactory during both the field test and the first year of implementation. During the field test, 2 of the 131 counselors received unsatisfactory classifications (see Table B-1); one on the GSCEI and one on the GSCDRI. (See Table B-2.) During the first year of implementation, only 1 of the 1,446 counselors evaluated with this program was found to have an unsatisfactory classification, although several interim and annual needs improvement scores were noted on the forms.

(A complete analysis of all program evaluation activities conducted during the field test and first year of implementation is reported in the *Georgia School Evaluation Program: Results of the 1989-90 Program Evaluation Activities* [1990] and *Georgia School Evaluation Program: Results of the 1990-91 Program Evaluation Activities* [1991].)

Discussion

The development of the counselor evaluation program occurred in a climate that called for accountability at all levels of education and state government. The State committed millions of dollars to the development of eight evaluation programs -- one for teachers; one for leadership personnel; one for school superintendents; and one for each of the five service areas (counselor, media specialist, school psychologist, speech/language pathologist, and school social worker). In addition to the developmental costs, school personnel had to be trained to objectively and reliably use these instruments. Training programs ranged in length from two to seven days. The implementation of the evaluation process, with its multiple steps and multiple data

collection methods, was time consuming. The investment of personnel time was considerable. Most schools had one or two counselors at most, and the investment of so much administrator time was difficult to justify.

After a substantial investment of both time and money, only 3 counselors had unsatisfactory annual evaluation decisions during the two years the program was field-tested and implemented on a statewide basis. Although the program was not designed to spread out counselor performance on a continuum from unsatisfactory to accomplished, this lack of differentiation was disquieting to many interested parties. Several reasons may account for the lack of differentiation; some of these reasons are inherent in the type of evaluation instrument developed, others in the developmental model that was utilized, and others in performance evaluation, *per se*.

First, the program was designed to provide a framework for measuring *minimally acceptable* counseling performance. Responses to surveys and content validation studies indicated that the majority of counselors believed that they performed the behaviors described in the instruments; analyses of the forms reinforced this. In addition, most counselors in Georgia hold a masters degree and many have experience as a classroom teacher. Given these circumstances, it is probably not surprising that most were performing above the minimal acceptable level. Analyses of other annual evaluation programs which deal with minimal competencies or performances also reveal extremely high levels of satisfactory scores. (Anderson, Capie, Ellett, 1986; Anderson, Fletcher, Capie, 1991; Capie, Anderson, Ellett, 1986.)

Second, the program was designed to remediate deficiencies. As problems were noted, the counselor and the evaluator worked together to improve the performance. In addition, evaluators were encouraged to write "glow and grow" comments on the evaluation forms. These comments provided a vehicle for making suggestions to improve performance without giving needs improvement scores. Many evaluators indicated that they preferred to address minor problems through the comments. Thus, to the extent that the formative evaluation process was successful, the number of unsatisfactory summative evaluations was reduced.

Third, anecdotal evidence suggests that some administrators were loathe to assign unsatisfactory scores for a number of reasons, including the paucity of counselors, the increased workload that unsatisfactory scores placed on the evaluator, and the tendency on the part of some evaluators to shy away from negative evaluations. These situations are not atypical of many evaluation programs. The tendency to shy away from negative scores is a problem encountered in all types of performance evaluations where the evaluator and the evaluatee work together.

Finally, baseline data from previous years were not gathered, so no comparisons could be made with the number of counselors who were found unsatisfactory prior to the initiation of this program. Also, during the two years of field-testing and implementation, no records were kept of counselors who were counseled out of their positions or who left on their own accord after a less-than-positive interim evaluation.

From the original drawing of the QBE legislation, the political attention surrounding the Act focused on the evaluation of teachers and school administrators. With 66,000 teachers and less than 2,000 counselors, this focus was inevitable. When budget cuts came, the programs which cost a relatively large amount of money, yet affected the least number of practitioners and had the perception of having the smallest impact on student learning, were the easiest to cut. Service area practitioners, with their small numbers and lack of organization, had little voice in the matter. On the other hand, some principals viewed the program cuts as a welcome reduction in their workloads, which had been significantly increased with the implementation of the evaluation programs. The cutting of the service areas for official state funding met with little opposition.

Although funding for the counselor evaluation program is no longer allocated, the State still has the expectation that annual performance evaluations will be performed on all certified personnel. School systems are free to use the GSCEP, if they so choose. Informal accounts suggest that many systems do. The reasons behind this choice point to the strengths of the program and the power of the developmental model which was used.

The greatest strength of the program was that it clearly laid out job expectations. In doing so, the program pushed the field toward a clearer understanding of the role of the school counselor. The publication of the *Job Description for Georgia School Counselors* (1989), which promoted the role of the counselor as the deliverer of counseling and guidance services (rather than a scheduler of classes and standardized tests), was welcomed by counselors. The evaluation was tied directly to this job description -- hence, during training, evaluators were made aware of the job requirements, and the evaluation program required that counselors be evaluated on their performance on these behaviors. As a result, many counselors saw their job roles changing to become more in line with the delivery of services.

The other great strength of the program was its wide acceptance by counselors and evaluators. Throughout the initial developmental stages, pilot-testing, and field-testing, counselors and evaluators were involved in every step. Counselors were members of the Advisory Committee that drew up the initial job description, their

input was solicited during numerous debriefings, they responded to surveys asking for their opinions and recommendations, they served on the Bias Review and Standards Setting committees, and they participated in the training of evaluators. Their input and suggestions shaped the program into one that functioned for their positions. Evaluators were also involved throughout the developmental process and were able to offer many practical suggestions that increased the utility and feasibility of the procedures and forms. Many evaluators indicated that they were glad to have a solid basis and a systematic process for making their annual evaluation decisions. The fact that so many systems still choose to use the program, although its use is no longer required, speaks to the efficacy of involving stakeholders in the developmental process.

The developmental model which was utilized for the Georgia School Counselor Evaluation Program, as well as for all the other annual evaluation programs instituted as a result of the legislation, is similar in many ways to that proposed by Stronge and Helm. The GSCEP was developed using a systematic process of involving stakeholders in the identification of important job responsibilities, the development of evaluation instruments which described the performance of these responsibilities, the selection of assessment methods for collecting multi-faceted information relative to performance of these responsibilities, and the establishment of acceptable performance standards. This process engendered widespread support and high face validity. However, the impact of the concurrent implementation of numerous evaluation programs on school administrators' time in conjunction with a reduction in statewide funding for the project resulted in the decision to discontinue mandatory statewide implementation of the program.

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APPENDIX A

GEORGIA SCHOOL COUNSELOR EVALUATION INSTRUMENT

TASK I: Establishes and Promotes School Guidance and Counseling Program

Dimension A: *Implements or Assists in Implementing the School-Based Guidance Plan*

* *Subdimension 1:*
Develops a written school-based guidance plan based on student needs

Subdimension 2:
Implements an individual plan of action

TASK II: Implements and Facilitates Delivery of Counseling Services

Dimension A: *Coordinates Counseling with Students in Areas of Need*

Subdimension 1:
Schedules time to provide opportunities for counseling

Subdimension 2:
Adheres to established system policies and procedures in scheduling appointments and obtaining parental permission

Dimension B: *Conducts Individual Counseling with Students in Areas of Need*

Subdimension 1:
Counsels students individually by actively listening, identifying and defining problem(s), discussing alternative solutions, and formulating a plan of action

Dimension C: *Conducts Group Counseling with Students in Areas of Educational, Career, or Personal Needs*

* *Subdimension 1:*
Leads counseling or support groups for students experiencing similar problems

* *Subdimension 2:*
Evaluates effectiveness of group counseling and makes revisions where necessary

TASK III: Implements and Facilitates Delivery of Guidance Services

Dimension A: *Coordinates with School Staff to Provide Supportive Instructional Classroom Guidance Activities that Relate to Students' Educational, Career, and Personal Needs*

Subdimension 1:
Collaborates with school staff in planning and scheduling classroom guidance activities

Subdimension 2:
Conducts or assists in conducting classroom guidance activities related to identified goals and objectives

Subdimension 3:
Gathers evaluative data to determine effectiveness of classroom guidance and student comprehension and makes revisions where necessary

*May be not applicable

Dimension B: *Assists with Preparation of Students for and Interpretation of Standardized Group Testing*

Subdimension 1:
Provides direct or indirect assistance to students preparing for test taking

Subdimension 2:
Provides information and interpretation to students, parents, or teachers on student test scores, if requested

Dimension C: *Ensures that Students Receive Appropriate Career/Life (Educational or Occupational) Development Assistance*

Subdimension 1:
Provides or assists in providing information to students and parents on career/life development

Subdimension 2:
Assists students in their transitions to the next career (educational/occupational) levels

Subdimension 3:
Leads skill-building groups in student self-improvement

Task IV: **Consults with School or System Staff, Parents, and Community**

Dimension A: *Consults with School or System Staff about Issues, Problems, and Concerns Involving Students, as Needed or Requested*

Subdimension 1:
Exchanges relevant information about students or situations with school or system staff

Subdimension 2:
Develops with school staff a strategy or plan for improving the learning environment

Subdimension 3:
Follows up on counseling referrals and consultative sessions

Dimension B: *Consults with Parents about Issues, Problems, and Concerns Involving Students, as Needed or Requested*

Subdimension 1:
Exchanges relevant information about the student with parents

Dimension C: *Consults with Community Resources*

Subdimension 1:
Consults with school and system staff in making referrals to community agencies

Subdimension 2:
Contacts, utilizes, and follows up on referrals made to community agencies

SCHOOL COUNSELOR
GENERAL DUTIES AND RESPONSIBILITIES

I. A. Follows professional practices consistent with school and system policies in working with students, student records, parents, and colleagues

1. Interacts in a professional manner with students, parents and staff
2. Intervenes during student crisis situations
3. Informs students, school staff, parents, and community of school guidance roles, special programs, and the school-based written guidance plan
4. Is available to students, parents, and staff for conferences according to system policies
5. Facilitates home-school-community communication by such means as holding conferences, telephoning, and sending written communications
6. Maintains confidentiality of students and student records
7. Works cooperatively with school administrators, other support personnel, teachers, and parents
8. Models correct use of oral and written language
9. Demonstrates accurate and up-to-date knowledge of content

B. Complies with school, system, and state administrative regulations and board of education policies

1. Conducts guidance and counseling activities at the times scheduled
2. Supports regulations concerning student conduct and discipline
3. Is punctual
4. Maintains plans as required by school policy
5. Adheres to school or system policy regarding counselor absences
6. Involves administration in all aspects of the written guidance plan(s)
7. Implements designated guidance curriculum
8. Demonstrates general knowledge of school curriculum
9. Maintains accurate, complete, and appropriate records and files reports promptly
10. Attends and participates in faculty meetings and other assigned meetings and activities according to school policy
11. Complies with conditions as stated in contract

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C. Acts in a professional manner and assumes responsibility for enhancing the total school program, its safety, and good order

1. Takes precautions to protect student health and safety
2. Takes precautions to protect records, equipment, materials, and facilities

D. Participates in professional growth activities according to local system policies

1. Engages in professional growth activities
2. Applies newly acquired professional knowledge

II. Duties and Responsibilities prescribed by Local System (Optional)

A. _____

B. _____

C. _____

III. Professional Development Plan

In cases where a Professional Development Plan is required for specific needs development, progress relative to completing the annual Professional Development Plan shall be one of the assessments during the annual evaluation process. For counselors in the unsatisfactory category, the ultimate evaluation of successful completion of a Professional Development Plan is significant improvement in targeted areas as measured by the next year's annual evaluation.

_____ _____

Signature Date

USE OF FORM IS OPTIONAL

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GSCEI: PRE-EVALUATION CONFERENCE FORM

Please record any pertinent details regarding the individual plan of action and subdimensions of the GSCEI as they relate to the counselor's annual assessment. Attach a copy of the plan, if necessary. Note if the Optional Student Survey or Optional Staff Survey will be used.

Counselor's signature _____ Date _____

Evaluator's signature _____ Date _____

USE OF FORM IS OPTIONAL

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GSCEI REVIEW OF RECORDS

Counselor _____ Date _____

	Comments
Task I-Dimension A	
SD 1 Develops School Guidance Plan	
SD 2 Implements Individual Plan	
Task II-Dimension A	
SD 1 Schedules Counseling	
Task II-Dimension C	
SD 1 Leads Counseling Groups	
SD 2 Evaluates Group Counseling	
Task III-Dimension A	
SD 1 Collaborates with Staff	
SD 3 Determines Effectiveness of Classroom Guidance	

GSCEI Review Of Records
page 2 of 2

	Comments
Task III-Dimension B SD 1 Provides Assistance for Test Taking SD 2 Provides Information on Test Scores	
Task III-Dimension C SD 1 Provides Information on Career/Life Development SD 2 Assists Students in Transitions SD 3 Leads Skill-Building Groups	
Task IV-Dimension A SD 1 Exchanges Information with Staff SD 2 Develops Plan with Staff SD 3 Follows Up Counseling Referrals	
Task IV-Dimension C SD 1 Consults with staff in Making Referrals SD 2 Interacts with Community Agencies	

Counselor's signature _____ Date _____

Evaluator's signature _____ Date _____

USE OF FORM IS OPTIONAL

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GSCEI OBSERVATION FORM

Counselor's Name _____ Date of Observation _____

Start Time _____ Stop Time _____

TASK III, Dimension A

Subdimension 1: Conducts or assists in teaching classroom guidance activities related to identified goals and objectives

1. The counselor provides an introduction, stated objectives, or a review of the previous meeting. YES ___ NO ___

   Comments: _____

   _____

   _____

2. The counselor provides content that is focused and based on the stated objectives. YES ___ NO ___

   Comments: _____

   _____

   _____

3. The counselor encourages student interaction or interchanges (avoids lecturing). YES ___ NO ___

   Comments: _____

   _____

   _____

4. The counselor provides an appropriate summary or closure. YES ___ NO ___

   Comments: _____

   _____

   _____

_____ _____ (Signature acknowledges receipt of form, not necessarily concurrence. If written comments are attached, initial and date here. _____)

Counselor's Signature Date

_____ _____

Evaluator's Signature Date

USE OF FORM IS OPTIONAL

GSCEI OPTIONAL STAFF SURVEY

Counselor's Name _____

DIRECTIONS: *Please respond to the following statements by circling the word that best indicates your feelings about each statement. If the statement refers to a service you have not asked of the counselor, circle "NA." If you have not had the opportunity to plan classroom guidance activities with this counselor, mark "NA" on questions 1 and 2. If you have not consulted with this counselor about student problems, mark "NA" on questions 3-7.*

Implementation of Guidance Services

This counselor:

1. is willing to plan common instructional or guidance goals with me as requested.	YES	NO	NA
2. coordinates with me in scheduling classroom guidance.	YES	NO	NA

Implementation of Consultative Services

This counselor:

3. obtains information from me about students	YES	NO	NA
4. provides me with information about students (test scores, behaviors, etc.) upon request.	YES	NO	NA
5. develops a strategy or plan with me for resolving student problems.	YES	NO	NA
6. follows up on the effectiveness of the plan.	YES	NO	NA
7. follows up on referrals.	YES	NO	NA

USE OF FORM IS OPTIONAL

GSCEI OPTIONAL STUDENT SURVEY
ELEMENTARY FORM
(Not for Grades K-2)

Counselor's Name _____

DIRECTIONS: Place a circle around the choice you agree with.

1. Have you talked with your counselor more than one time by yourself?	YES	NO
2. My counselor listens to me when I talk.	YES	NO
3. My counselor helps me understand the things we talk about.	YES	NO
4. My counselor helps me feel safe when we talk.	YES	NO
5. My counselor talks with me about different things I can do.	YES	NO
6. My counselor helps me choose different things to do.	YES	NO

USE OF FORM IS OPTIONAL

GSCEI OPTIONAL STUDENT SURVEY
SECONDARY FORM
(Grades 6 through 12)

Counselor's Name _____

DIRECTIONS: Please circle the response you agree with.

1. Have you met with a counselor two or more times for the same reason this year?	YES	NO
This counselor:		
2. makes scheduling appointments easy	YES	NO
3. listens to me when I talk	YES	NO
4. helps me to understand my concerns	YES	NO
5. helps me to feel safe discussing my concerns	YES	NO
6. discusses with me the different choices I have	YES	NO
7. helps me to decide the steps to take in starting to solve my problems	YES	NO
8. contacts me to determine how I am doing	YES	NO

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GEORGIA SCHOOL COUNSELORS DUTIES
AND RESPONSIBILITIES INSTRUMENT

NOTIFICATION AND DOCUMENTATION RECORD

School Counselor: _____ System: _____

School: _____ Date _____

Deficient Area from GSCDRI: _____

_____

Relevant Information *(subject of concern, people involved, date, time, and place)*: _____

_____

_____

_____

_____

_____

Recommendations *(action required and time frame for correction.)*: _____

_____

_____

_____

_____

Conference Record *(date, time, place, and summary)*: _____

_____

_____

_____

_____

(Signatures)

_____ _____
Evaluator's Date

_____ _____
Counselor's Date

(Counselor's signature acknowledges receipt of a copy. Written comments may be provided below and/or attached to the principal's copy. If additional comments are attached, initial and date here: ____.)

Counselor's Comments: _____

_____

ORIGINAL: PAL, 115 Sycamore Dr., Athens, GA 30606 COPY: Evaluator COPY: School Counselor

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GEORGIA SCHOOL COUNSELOR EVALUATION PROGRAM
ANNUAL EVALUATION SUMMARY REPORT

(Please print or type)
School Counselor's Name: _____ Evaluator's Name: _____
School: _____ System: _____

System Code _____
School Code _____
Date _____
Last 4 digits SSN: School Counselor __ __ __ __
Evaluator __ __ __ __

Evaluation Summary					
GSCEI		GSCDRI		Overall Evaluation Summary	
S	U	S	U	S	U

GEORGIA SCHOOL COUNSELOR EVALUATION INSTRUMENT

Summary Comments	Interim NI	*Mark any NIs noted during the year in the interim column. Then mark any end-of-year NIs in the annual column.*	Annual NI
TASK I: *Establishes Guidance & Counseling Program*			
_____	○	IA1. Develops School Guidance Plan	○
_____	○	IA2. Implements Individual Plan	○
TASK II: *Implements Counseling Services*			
	○	IIA1. Schedules Counseling	○
	○	IIA2. Adheres to Policies	○
_____	○	IIB1. Counsels Students	○
_____	○	IIC1. Leads Counseling Groups	○
_____	○	IIC2. Evaluates Group Counseling	○
TASK III: *Implements Guidance Services*	○	IIIA1. Collaborates with Staff	○
	○	IIIA2. Conducts Classroom Guidance	○
_____	○	IIIA3. Determines Effectiveness of Classroom Guidance	○
_____	○	IIIB1. Provides Assistance for Test Taking	○
_____	○	IIIB2. Provides Information on Test Scores	○
_____	○	IIIC1. Provides Information on Career/Life Development	○
_____	○	IIIC2. Assists Students in Transitions	○
_____	○	IIIC3. Leads Skill-Building Groups	○
TASK IV: *Consults*	○	IVA1. Exchanges Information with Staff	○
	○	IVA2. Develops Plan with Staff	○
_____	○	IVA3. Follows up Counseling Referrals	○
_____	○	IVB1. Exchanges Information with Parents	○
_____	○	IVC1. Consults with Staff in Making Referrals	○
_____	○	IVC2. Interacts with Community Agencies	○

GEORGIA SCHOOL COUNSELOR DUTIES & RESPONSIBILITIES INSTRUMENT SUMMARY COMMENTS *(Refer to Instrument)*	Identify GSCDRI Areas for required PDP
_____	_____
_____	_____
_____	_____
_____	_____

Signatures:

_____
(Evaluator) (Title) (Date)

_____
(School Counselor) (Date)

_____
(School Principal) (PRINCIPAL, NOT EVALUATOR, SIGNATURE IS OPTIONAL UNLESS REQUIRED BY LOCAL UNIT OF ADMINISTRATION.) (Date)

(Signature acknowledges receipt of form, not necessarily concurrence. Written comments may be provided and/or attached. If comments are attached, initial and date here. _____)

ORIGINAL: PAL, 115 Sycamore Drive Athens, GA 30606 COPY: Evaluator COPY: Counselor

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PROFESSIONAL DEVELOPMENT PLAN

Annual Evaluation Program: ☐ GLEI ☐ GTOI ☐ GTDRI ☐ OTHER: _____

Evaluatee: _____ System: _____ School: _____ Date: _____

Check one of the following:
☐ Optional Plan for Enhancement
☐ Optional Plan for Specific Needs Development
☐ Required Plan for Specific Needs Development

Specific Objectives for Improvement:
Activities and Timeline:
Criteria for Measurement of Progress:
Record of Participation in Recommended Activities: Record of Performance on Specified Criteria:

(SIGNATURES) EVALUATOR: _____ DATE: _____
EVALUATEE _____ DATE _____

(Evaluatee's signature acknowledges receipt of form, not necessarily concurrence. Written comments may be attached and/or requested. Initial and date here if comments are attached: _____)

Evaluatee's comments: _____

Original: PAL, 115 Sycamore Dr., Athens, GA 30060 Copy: Primary Evaluator Copy: Evaluatee

APPENDIX B

B-1. Results of the 1989-90 GSCEP Annual Evaluation Summary Report Forms.

Data Analysis: N = 131; Data reported by percentages and frequencies; Ns for individual items may vary.

Georgia School Counselor Evaluation Program
Annual Evaluation Summary Report

School Counselor's Name: _____ System: _____ School: _____

System Code _____
School Code _____
Date _____
Last 4 digits SSN: School Counselor _____
Evaluator _____

Evaluation Summary		
GSCEI	GSCDRI	Overall Evaluation Summary
99.2 (130) S	0.8 (1) U	99.2 (128) S	0.8 (1) U	98.4 (126) S	1.6 (2) U

GEORGIA SCHOOL COUNSELOR EVALUATION INSTRUMENT - *Summary Comments*

Circle *only* areas for required PDP

IA S = 98.5 (129) NI = 1.5 (2)	A. Implements guidance plan
IIA S = 99.2 (130) NI = 0.8 (1)	A. Conducts individual counseling
IIB S = 99.2 (130) NI = 0.8 (1)	B. Conducts group counseling
IIIA S = 100.0 (131)	A. Coordinates supporting instructional classroom activities
IIIB S = 100.0 (131)	B. Assists with standardized group testing
IIIC S = 100.0 (131)	C. Ensures students receive career/life assistance
IVA S = 99.2 (130) NI = 0.8 (1)	A. Consults with staff on student problems /concerns
IVB S = 100.0 (131)	B. Consults with parents on student problems/concerns
IVC S = 100.0 (131)	C. Consults with community resources
VA S = 100.0 (131)	A. Engages in professional activities
VB S = 99.2 (130) NI = 0.8 (1)	B. Applies newly acquired knowledge

GEORGIA SCHOOL COUNSELOR
DUTIES & RESPONSIBILITIES INSTRUMENT
SUMMARY COMMENTS
(*Refer to Instrument*)

Identify GSCDRI Areas for required PDP

No area identified
98.5 (129)

Area identified
1.5 (2)

Note. Some evaluators did not record scores for all three Evaluation Summary categories; therefore, GSCDRI and Overall scores do not total 131.

(School counselor and evaluator each retain a copy. An additional copy to be sent to P.A.L. Signature acknowledges receipt of form, not necessarily concurrence. Written comments may be provided and/or attached. If comments are attached, initial and date here. _____)

No comments attached 99.2 (130)

Comments attached 0.8 (1)

B-2. Results of the 1990-91 GSCEP Annual Evaluation Summary Report Forms.

Data Analysis: N = 1446; Data reported as percentages; Ns for individual items may vary.

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GEORGIA SCHOOL COUNSELOR EVALUATION PROGRAM
ANNUAL EVALUATION SUMMARY REPORT

(Please print or type)

School Counselor's Name: _____ Evaluator's Name: _____

School: _____ System: _____

Date: _____

System Code _____
School Code _____
Last 4 digits SSN: School Counselor — — — —
Evaluator — — — —

Evaluation Summary		
GSCEI	GSCDRI	Overall Evaluation Summary
(S) 100.0 (U)	(S) 99.9 (U) 0.1	99.9 (S) (U) 0.1

GEORGIA SCHOOL COUNSELOR EVALUATION INSTRUMENT

Summary Comments	Interim NI	*Mark any NIs noted during the year in the interim column. Then mark any end-of-year NIs in the annual column.*	Annual NI
TASK I: *Establishes Guidance & Counseling Program*	% NI		% NI
	0.3	IA1. Develops School Guidance Plan	0.1
	0.2	IA2. Implements Individual Plan	0.1
TASK II: *Implements Counseling Services*		IIA1. Schedules Counseling	
	0.1	IIA2. Adheres to Policies	
	0.1	IIB1. Counsels Students	
	0.3	IIC1. Leads Counseling Groups	0.4
	0.4	IIC2. Evaluates Group Counseling	0.3
TASK III: *Implements Guidance Services*	0.1	IIIA1. Collaborates with Staff	0.1
	0.3	IIIA2. Conducts Classroom Guidance	0.3
	0.3	IIIA3. Determines Effectiveness of Classroom Guidance	0.1
		IIIB1. Provides Assistance for Test Taking	0.1
		IIIB2. Provides Information on Test Scores	
		IIIC1. Provides Information on Career/Life Development	
		IIIC2. Assists Students in Transitions	
	0.1	IIIC3. Leads Skill-Building Groups	0.1
TASK IV: *Consults*	0.1	IVA1. Exchanges Information with Staff	0.1
	0.3	IVA2. Develops Plan with Staff	
	0.1	IVA3. Follows up Counseling Referrals	0.1
		IVB1. Exchanges Information with Parents	
	0.1	IVC1. Consults with Staff in Making Referrals	
		IVC2. Interacts with Community Agencies	

GEORGIA SCHOOL COUNSELOR DUTIES & RESPONSIBILITIES INSTRUMENT
SUMMARY COMMENTS
(Refer to Instrument)

_____
_____
_____

Identify GSCDRI Areas for required PDP

No required PDPs

Signatures:

(Evaluator) (Title) (Date)

(School Counselor) (Date)

(School Principal) (PRINCIPAL IF NOT EVALUATOR. SIGNATURE IS OPTIONAL UNLESS REQUIRED BY LOCAL UNIT OF ADMINISTRATION) (Date)

(Signature acknowledges receipt of form, not necessarily concurrence. Written comments may be provided and/or attached. If comments are attached, initial and date here. ____)

Comments attached: N/A

ORIGINAL: PAL, 115 Sycamore Drive Athens, GA 30606 COPY: Evaluator COPY: Counselor

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